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AS PER LATEST CBSE CURRICULUM 2024-25

FRENCH SOCIETY DURING LATE 18TH CENTURY

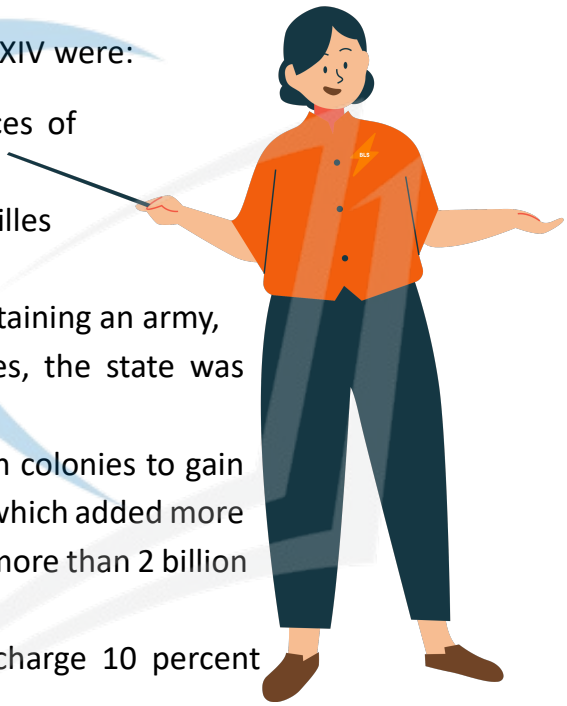
French Society during late 18th Century

What happened in 1774?

In 1774, Louis XVI of the Bourbon family, 20 years old and married to the Austrian princess Marie Antoinette, ascended the throne of France. Upon his accession the new king found empty treasury.

Reasons for empty treasure in France

The five causes for the empty treasury in France under Louis XIV were:



1. long years of war had drained the financial resources of France.
2. High cost of maintenance of immense palace of Versailles and court.
3. To meet its regular expenses, such as the cost of maintaining an army, the court, running government offices or universities, the state was forced to increase taxes.
4. Under Louis XVI, France helped the thirteen American colonies to gain their independence from the common enemy, Britain which added more than a billion livres to a debt that had already risen to more than 2 billion livres.
5. Lenders who gave the state credit, now began to charge 10 percent interest on loans.

French division of society in 18th Century

- **1st Estate:** Clergy (Group of persons involved in church matters)
- **2nd Estate**: Nobility (Persons who have high rank in state administration)
- **3rd Estate:** (Comprises of Big businessmen, merchants, court officials, lawyers, Peasants and artisans, landless labour, servants)

First two classes were exempted from paying taxes. They enjoyed privileges by birth. Nobility classes also enjoyed feudal privileges. Only the members of the third estate had to pay taxes to the state.

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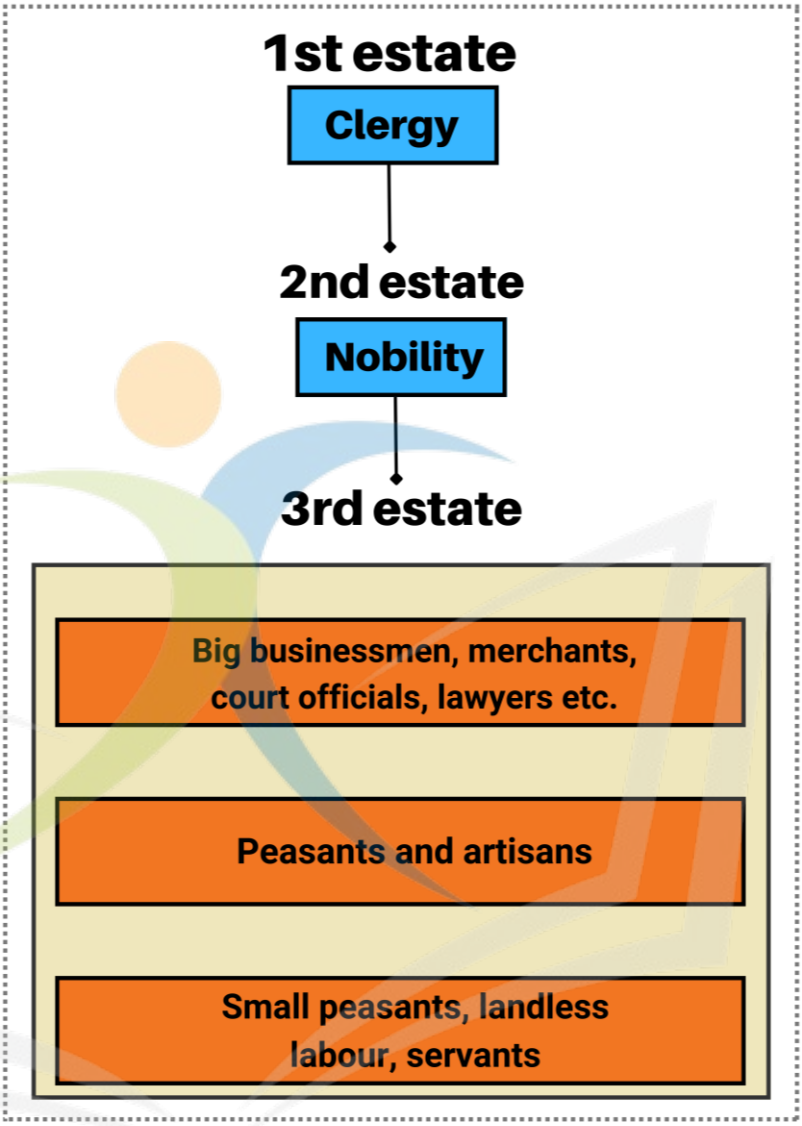

Types of Taxes

There Were Two Types of Taxes in France

1. **Tithe:** tax lived by the church comprising one - tenth of the agricultural produce.
2. **Taille:** indirect tax paid by the members of third estate to the state.

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The Struggle to survive

Subsistence Crisis

An extreme situation where the basic means of livelihood are endangered is called Subsistence Crisis.

Reasons:

1. Rapid increase in the demand for foodgrains.
2. Production of grains could not keep pace with the demand.

Impact:

Decline in production + **Drought or Hail**

- **The price of bread which was the staple diet of the majority rose rapidly.**
- **Wages did not keep pace with the rise in prices.**
- **Gap between the poor and the rich widened.**

Further reduced the harvest.

Subsistence crisis

A growing middle class envisages an end to privileges.

Peasants and Workers Participated in revolt against increasing taxes and food scarcity. But only a section within the third estate became prosperous and educated.

Prosperous | **Educated**

Prosperous

- Merchant, traders, lawyers, manufacturers, etc.
- Overseas trade and from the manufacturing of goods.

Educated

- They believed that no group in society should be privileged by birth.
- A person's social position must depend on his merit.
- Society based on freedom and equal laws and opportunities for all.

Emergence of Middle-class

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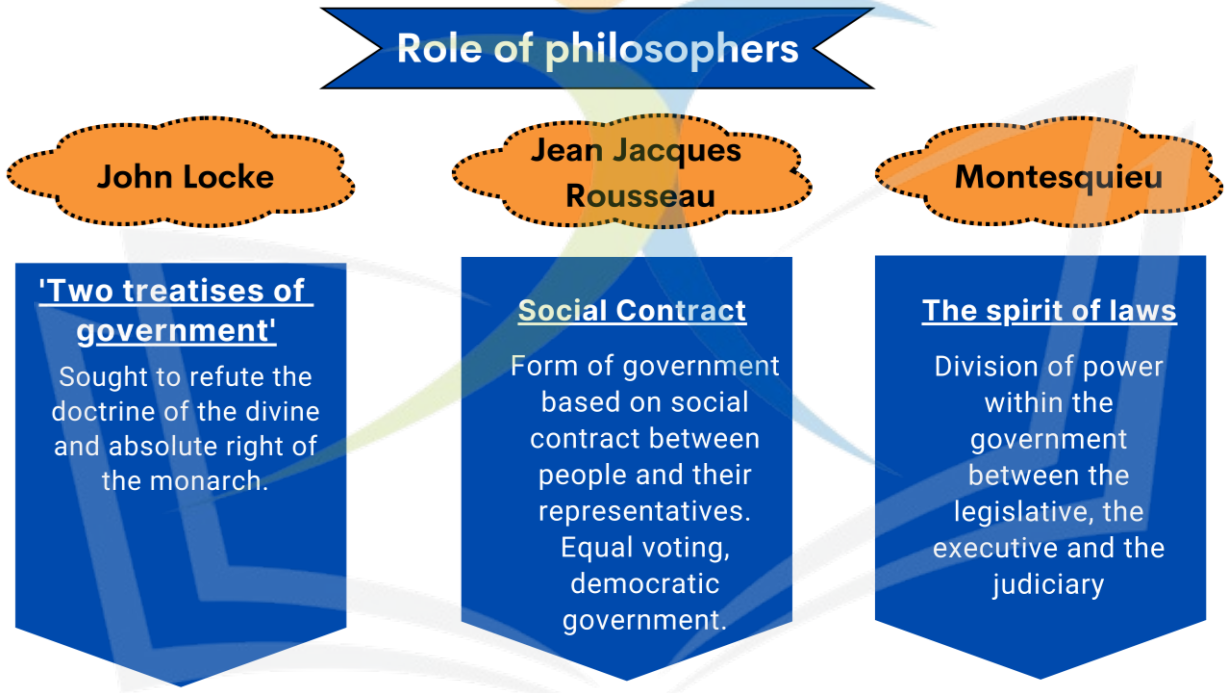
The 18th century witnessed the emergence of social groups, termed the middle class, who earned their wealth through an expanding overseas trade and form the manufacture of goods such as woollen and silk textiles that were either exported or bought by the richer members of society. In addition to merchant and manufacturers, the third estate included professions such as lawyers or administrative officials. All of these were educated and believed that no group in society should be privileged by birth. Rather, a person's social position must depend on his merit. These ideas envisaging a society based on freedom and equal laws.

Role of Philosopher's


Role of philosophers
John Locke
Jean Jacques Rousseau
Montesquieu
'Two treatises of government'
Sought to refute the doctrine of the divine and absolute right of the monarch.
Social Contract
Form of government based on social contract between people and their representatives. Equal voting, democratic government.
The spirit of laws
Division of power within the government between the legislative, the executive and the judiciary

1. **John Locke**

   'Two treatises of government'

   Sought to refute the doctrine of the divine and absolute right of the monarch.

2. **Jean Jacques Rousseau**

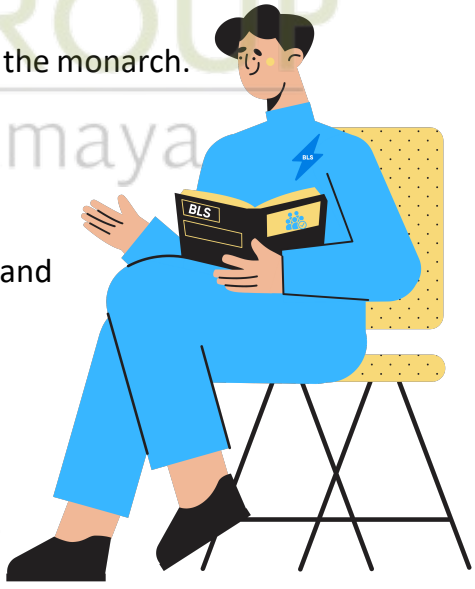
   'Social Contract'

   Form of government based on social contract between people and their representatives. Equal voting, democratic government.

3. **Montesquieu**

   'The spirit of the laws'

   Division of power within the government between the legislative, the executive and the judiciary.



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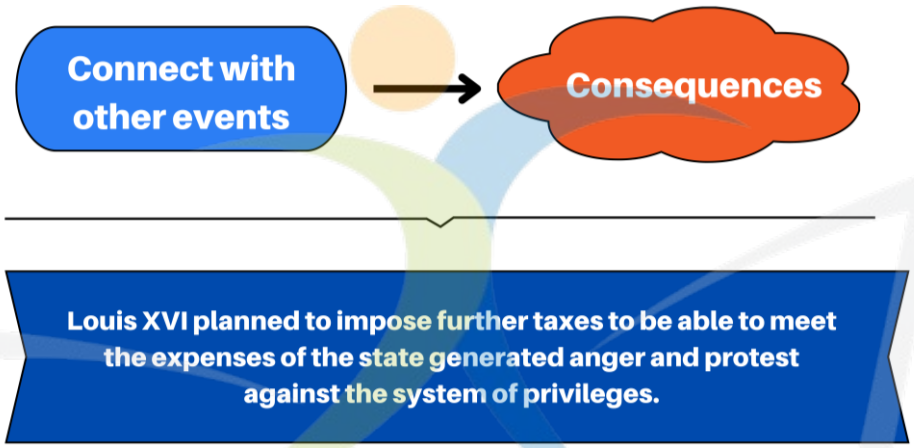
Impact of their Ideas

Impact of these enlightened ideas

- The ideas of these philosophers were discussed intensively in salons and coffee-houses. and spread among people through books and newspapers.
- These were frequently read aloud in groups for the benefit of those who could not read and write.


Connect with other events
Consequences
Louis XVI planned to impose further taxes to be able to meet the expenses of the state generated anger and protest against the system of privileges.

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THE OUTBREAK OF THE REVOLUTION

Meeting of Estate General

For increasing taxes, Louis XVI had to call a meeting of the Estates General which would then pass his proposals for new taxes.

1. Meaning of Estate General

The Estates-General was an assembly comprising of the clergy of the French nobles and the middle class. It was in 1614 that the Estates-General was last called. Before the French Revolution, which took place in 1789, the general assembly was recognized as the Estates-General.

2. Meeting at Versailles

- The first and second estates sent 300 representatives each, who were seated in rows facing. each other on two sides.
- The 600 members of the third estate had to stand at the back.
- The third estate was represented by its more prosperous and educated members.
- Peasants, artisans, and women were denied entry to the assembly.
- However, their grievances and demands were listed in some 40,000 letters which the representatives had brought with them.
- According to the principle that each estate had one vote. This time too Louis XVI was determined to continue the same practice. But members of the third estate demanded that voting now be conducted by the assembly as a whole, where each member would have one vote.

3. Outcome of the meeting

The king rejected this proposal. Members of the third estate walked out of the assembly in protest. The representatives of third estate assembled in the half of an indoor tennis court in the ground of Versailles. They declared themselves a National Assembly. Swore not to disperse till they had drafted a constitution for France that would limit the powers of the monarch.

Events at the Countryside

In the countryside rumours spread from village to village that the lords of the manor had hired bands of brigands who were on their way to destroy the ripe crops. Caught in a frenzy of fear, peasants in several districts seized hoes and pitchforks and attacked chateaux. They looted hoarded grain and burnt down documents containing records of manorial dues. A large number of nobles fled from their homes, many of them migrating to neighbouring countries.

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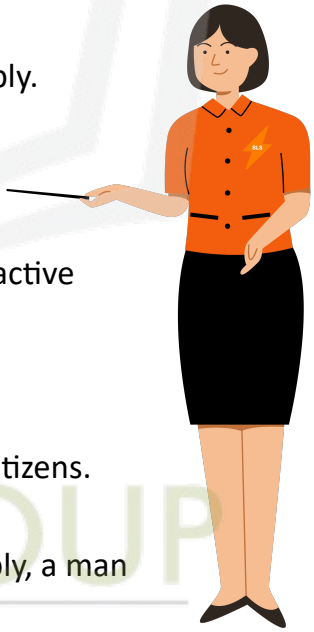
Impact and result of the events

- Louis XVI finally accorded recognition to the National Assembly and accepted the constitution.
- On the night of 4 August 1789, the Assembly passed a decree abolishing the feudal system of obligations and taxes.
- Members of the clergy too were forced to give up their privileges.
- Tithes were abolished and lands owned by the Church were confiscated.

France becomes a Constitutional Monarchy

National Assembly Completed the draft of the constitution in 1791. Its main object was to limit the powers of the monarch. These powers instead of being concentrated in the hands of one person, were now separated and assigned to different institutions – the legislature, executive and judiciary. This made France a constitutional monarchy.

1. Elections



- National assembly was indirectly elected.
- Citizens voted for a group of electors, who in turn chose the Assembly.
- Not all citizens, however, had the right to vote.

a) Active Citizens

- Only men above 25 years of age who paid taxes equal to at least 3 days of a labourer's wage were given the status of active citizens.
- They were entitled to vote.

b) Passive Citizens

- The remaining men and all women were classed as passive citizens.
- They were not entitled to vote.
- To qualify as an elector and then as a member of the Assembly, a man had to belong to the highest bracket of taxpayers.

2. Constitution

- The Constitution began with a "Declaration of the Rights of Man and Citizen".
- Rights such as the right to life, freedom of speech, freedom of opinion, equality before law, were established as 'natural and inalienable' rights.
- They belonged to each human being by birth and could not be taken away.
- It was the duty of the state to protect each citizen's natural rights.

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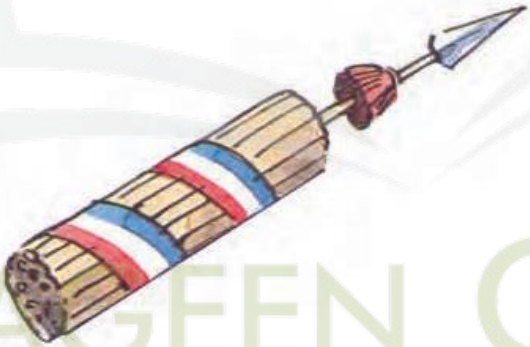
Political Symbols

The majority of men and women in the eighteenth century could not read or write. So, images and symbols were frequently used instead of printed words to communicate important ideas. The painting by Le Barbier uses many such symbols to convey the content of the Declaration of Rights.

1. **The broken chain**

- Chains were used to fetter slaves.
- A broken chain stands for the act of becoming free.

2. **The bundle of rods or fasces**



- One rod can be easily broken, but not an entire bundle.
- Strength lies in unity.

3. **The eye within a triangle radiating light.**

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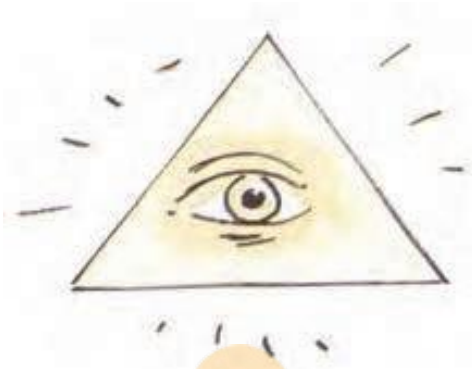

- The all-seeing eye stands for knowledge.
- The rays of the sun will drive away the clouds of ignorance.

4. **Sceptre**

- Symbol of royal power.

5. **Snake biting its tail to form a ring.**

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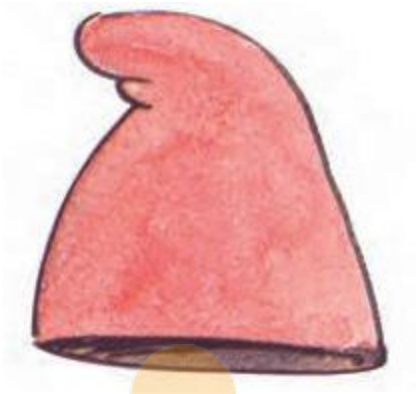
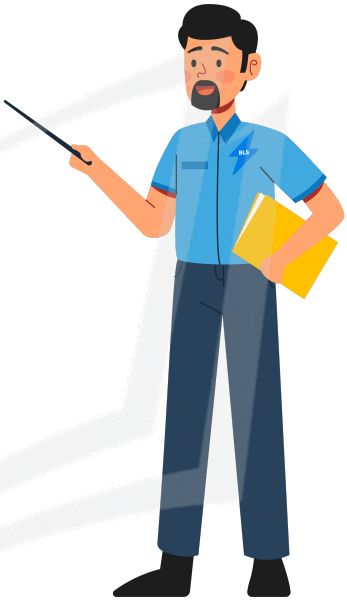
- Symbol of Eternity.
- A ring has neither beginning nor end.

6. **Red Phrygian cap**



- Cap worn by a slave upon becoming free.

7. Blue-white-red



- The national colours of France.

8. The winged woman

- Personification of the law.

9. The Law Tablet

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- The law is the same for all, and all are equal before it.

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FRANCE ABOLISHES MONARCHY AND BECOMES A REPUBLIC

War against Prussia and Austria

Impact of war

Thousands of volunteers thronged from the provinces to join the army.

- They saw this as a war of the people against kings and aristocracies all over Europe.
- Among the patriotic songs they sang was the Marseillaise, composed by the poet Roget de Lisle.
- It was sung for the first time by volunteers from Marseilles as they marched into Paris and so got its name.
- The Marseillaise is now the national anthem of France.
- While the men were away fighting at the front, women were left to cope with the tasks of earning a living and looking after their families.
- Large sections of the population were convinced that the revolution had to be carried further, as the Constitution of 1791 gave political rights only to the richer sections of society.

Emergence of Jacobin club

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- Political clubs became an important rallying point for people who wished to discuss government policies and plan their own forms of action.
- The most successful of these clubs was that of the Jacobins, which got its name from the former convent of St Jacob in Paris.
- Women too, who had been active throughout this period, formed their own clubs.

Jacobin club

- The members of the Jacobin club belonged mainly to the less prosperous sections of society.

- They included small shopkeepers, artisans such as shoemakers, pastry cooks, watchmakers, printers, as well as servants and daily-wage workers.
- Their leader was Maximilien Robespierre.
- A large group among the Jacobins decided to start wearing long striped trousers similar to those worn by dock workers.
- These Jacobins came to be known as the sans-culottes, literally meaning 'those without knee breeches.
- Sans Culottes men wore in addition the red cap that symbolizes liberty. Women however were not allowed to do so.

Incidents in the summer of 1792

- The Jacobins planned an insurrection of a large number of Parisians who were angered by the short supplies and high prices of food.
- On the morning of August 10, they stormed the Palace of the Tuileries, massacred the king's guards, and held the king himself as hostage for several hours.
- Later the Assembly voted to imprison the royal family.
- Elections were held.
- From now on all men of 21 years and above, regardless of wealth, got the right to vote.

The Reign of Terror

- The period from 1793 to 1794 Robespierre followed a policy of severe control and punishment.
- All those whom he saw as being 'enemies' of the republic – ex-nobles and clergy, members of other political parties, even members of his own party who did not agree with his methods, were arrested, imprisoned, and then tried by a revolutionary tribunal.
- If the court found them 'guilty' they were guillotined.

Steps taken by Robespierre's Government

- Robespierre's government issued laws placing a maximum ceiling on wages and prices. Meat and bread were rationed.
- Peasants were forced to transport their grain to the cities and sell it at prices fixed by the government.
- Equality was also sought to be practised through forms of speech and address.
- Instead of the traditional Monsieur (Sir) and Madame (Madam) all French men and women were henceforth Citizen and Cito Yenne (Citizen).

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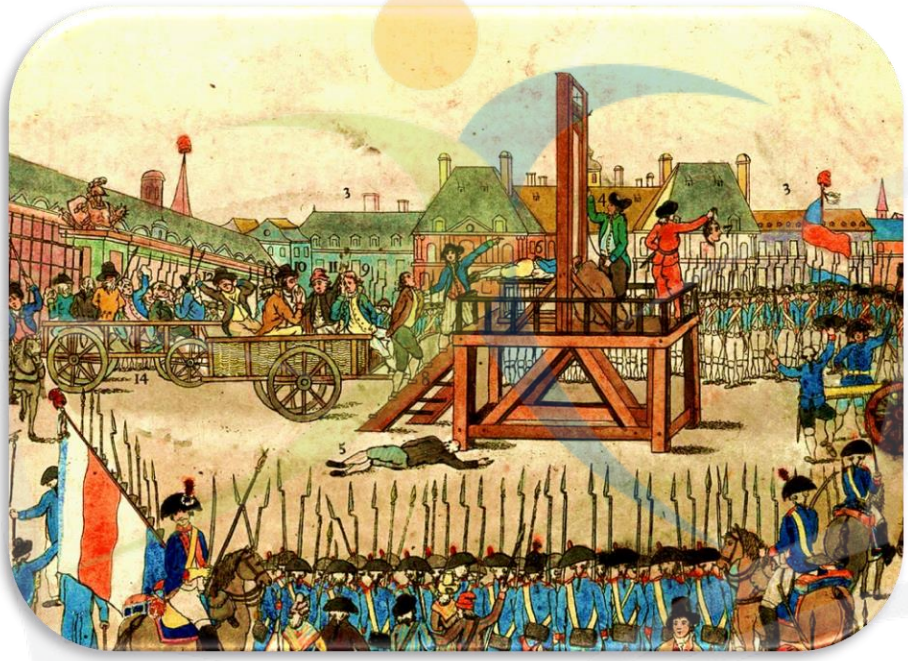
- Churches were shut down and their buildings converted into barracks or offices.

Result

- Robespierre pursued his policies so relentlessly that even his supporters began to demand moderation.
- He was convicted by a court in July 1794.
- Arrested and on the next day sent to the guillotine.



A Directory Rules France

- Denied the vote to non-propertied sections of society.
- It provided for two elected legislative councils.
- These then appointed a Directory, an executive made up of five members.
- This was meant as a safeguard against the concentration of power in a one-man executive as under the Jacobins.

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DID WOMEN HAD A REVOLUTION?

Role of women in the revolution and their demands

- Women played a very significant role in the French Revolution.
- Most of the women belonging to the third estate worked for a living and their occupations included dress makers, laundry workers, flowers vendors etc. Sometimes worked as maid servants in the houses of the rich.
- Women in France were disappointed with the Constitution of 1791, which reduced them to passive citizens who had no political rights. They demanded political rights viz, right to vote, to be elected to Assembly and to hold political office.
- To express their own views and demand women started their own political clubs and newspapers. About 60 women's Clubs came up in different cities of France.
- Amongst them The Society of Revolutionary and Republican Women was most famous. Their demand was that women enjoy the same political rights as men.
Nature of Management Principles

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Political situation of the women

- Women demanded same political rights as men.
- In order to discuss and voice their interests' women started their own political clubs and newspapers.
- The Society of Revolutionary and Republican Women was the most famous of them.
- Women were disappointed that the Constitution of 1791 reduced them to passive citizens.

- They demanded the right to vote, to be elected to the Assembly and to hold political office.

Steps taken by Government to improve the Conditions of women

- With the creation of state schools, schooling was made compulsories for all girls.
- Their fathers could no longer force them into marriage against their will.
- Marriage was made into a contract entered into freely and registered under civil law.
- Divorce was made legal and could be applied for by both women and men.
- Women could now train for jobs, could become artists, or run small businesses.
- Women's struggle for equal political rights, however, continued.
- During the Reign of Terror, the new government issued laws ordering closure of women's clubs and banning their political activities.
- Many prominent women were arrested and a number of them executed.
- They were denied voting rights and equal wages.

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ABOLITION OF SLAVERY

Reasons for Slavery

- The colonies in the Caribbean - Martinique, Guadeloupe, and San Domingo – were important suppliers of commodities such as tobacco, indigo, sugar, and coffee.
- But the reluctance of Europeans to go and work in distant and unfamiliar lands meant a shortage of labour on the plantations.
- So, this was met by a triangular slave trade between Europe, Africa, and the Americas.

Slave Trade

- The slave trade began in the seventeenth century.
- French merchants sailed from the ports of Bordeaux or Nantes to the African coast, where they bought slaves from local chieftains.
- Branded and shackled, the slaves were packed tightly into ships for the three-month long voyage across the Atlantic to the Caribbean.
- There they were sold to plantation owners.
- The exploitation of slave labour made it possible to meet the growing demand in European markets for sugar, coffee, and indigo.
- Port cities like Bordeaux and Nantes owed their economic prosperity to the flourishing slave trade.

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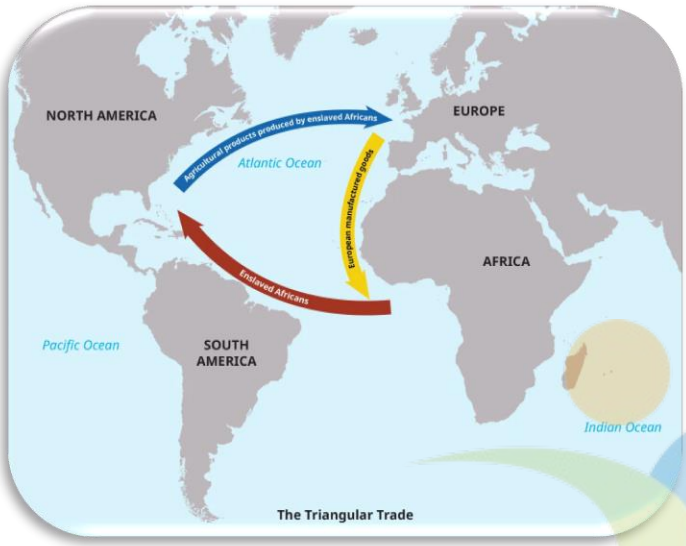


Abolition of Slavery

Old regime

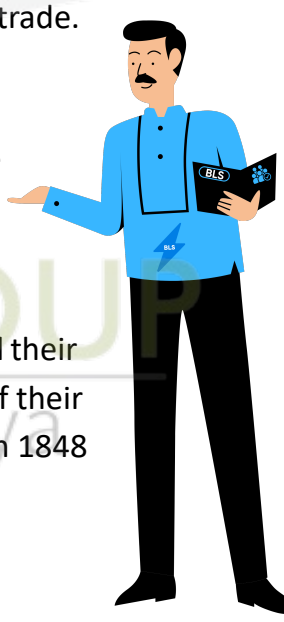
- Throughout the eighteenth century there was little criticism of slavery in France.

National Assembly

- Debates to abolish slavery were held but national assembly did not pass any laws, fearing opposition from businessmen whose incomes depended on the slave trade.

Convection

- Finally, the Convention which in 1794 legislated to free all slaves in the French overseas possessions.



Napoleon Rule

- In 1804, Napoleon reintroduced slavery Plantation owners understood their freedom as including the right to enslave African Negroes in pursuit of their economic interests. Slavery was finally abolished in French Colonies in 1848

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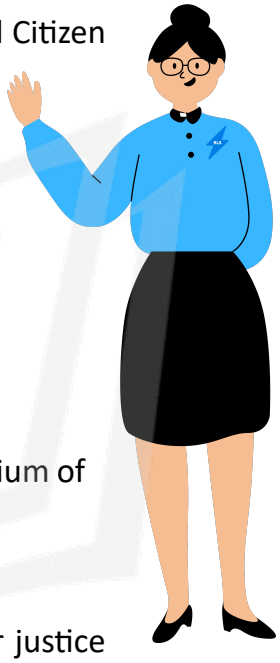
THE REVOLUTION AND EVERYDAY LIFE

The revolutionary governments took it upon themselves to pass laws that would translate the ideals of liberty and equality into everyday practice.

Abolition of censorship

- In the Old Regime all written material and cultural activities - books, newspapers, plays - could be published or performed only after they had been approved by the censors of the king.
- After the storming of Bastille, the Declaration of the Rights of Man and Citizen proclaimed freedom of speech and expression to be a natural right.
- Newspapers, pamphlets, books, and printed pictures flooded the towns of France from where they travelled rapidly into the countryside.
- They all described and discussed the events and changes taking place in France.



Abolition of censorship = Freedom of the press

- Meant that opposing views of events could be expressed.
- Each side sought to convince the others of its position through the medium of print.
- Plays, songs and festive processions attracted large numbers of people.

This was one way they could grasp and identify with ideas such as liberty or justice that political philosophers wrote about at length in texts which only a handful of educated people could read.

Conclusion

In 1804, Napoleon Bonaparte crowned himself Emperor of France.

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- He set out to conquer neighbouring European countries, dispossessing dynasties and creating kingdoms where he placed members of his family.
- Napoleon saw his role as a moderniser of Europe.

He introduced many laws such as the protection of private property and a uniform system of weights and measures provided by the decimal system.

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01

THE FRENCH REVOLUTION

FRENCH SOCIETY DURING LATE 18TH CENTURY

(Practice Sheet)

1 **What was the social hierarchy in France during the late 18th century called?**

A. Caste system
B. Estates system
C. Class system
D. Guild system

2 **Which estate in France consisted of the clergy?**

A. First Estate
B. Second Estate
C. Third Estate
D. Fourth Estate

3 **The Third Estate in France was made up of which groups?**

A. Nobility and clergy
B. Peasants, artisans, and bourgeoisie
C. Merchants and traders
D. Intellectuals and artists

4 **What percentage of the French population belonged to the Third Estate?**

A. About 10%
B. About 25%
C. About 50%
D. About 97%

5 **Which group in the Third Estate was influenced by Enlightenment ideas and played a significant role in the French Revolution?**

A. Peasants
B. Artisans
C. Bourgeoisie
D. Serfs

6 What were the three estates in French society during the late 18th century?

7 What percentage of the French population belonged to the third estate?

8 Why did the third estate resent the privileges of the first and second estates?

9 What were the economic hardships faced by the common people in France at that time?

10 How did the Enlightenment ideas influence French society during the late 18th century?

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01

THE FRENCH REVOLUTION

THE OUTBREAK OF THE REVOLUTION

(Practice Sheet)

1 **What event marked the beginning of the French Revolution?**

A. The storming of the Bastille
B. The execution of King Louis XVI
C. The Tennis Court Oath
D. The Estates-General meeting

2 **Which estate in France was primarily responsible for the outbreak of the French Revolution?**

A. First Estate (Clergy)
B. Second Estate (Nobility)
C. Third Estate (Commoners)
D. Fourth Estate (Media)

3 **What was the immediate cause of the storming of the Bastille?**

A. Food shortages
B. Arrest of a popular journalist
C. High taxes
D. King Louis XVI's decree

4 **Who was the commander of the Bastille when it was stormed by the revolutionaries?**

A. Napoleon Bonaparte
B. Maximilien Robespierre
C. Marquis de Lafayette
D. Bernard-René de Launay

5 **What was the significance of the fall of the Bastille?**

A. It marked the end of the French Revolution
B. It led to the execution of King Louis XVI
C. It symbolized the power of the people and the beginning of the Revolution
D. It resulted in the establishment of a monarchy

6 What were the immediate causes of the outbreak of the French Revolution?

7 Who were the key players in the outbreak of the French Revolution?

8 What was the significance of the Estates-General in the outbreak of the revolution?

9 How did the storming of the Bastille contribute to the outbreak of the revolution?

10 What role did the spread of Enlightenment ideas play in the outbreak of the French Revolution?

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01

THE FRENCH REVOLUTION

FRANCE ABOLISHES MONARCHY AND BECOMES A REPUBLIC

(Practice Sheet)

1 **Who was the King of France when the monarchy was abolished?**

A. Louis XIV
B. Louis XVI
C. Napoleon Bonaparte
D. Maximilien Robespierre

2 **In which year did the French Revolution lead to the abolition of the monarchy?**

A. 1776
B. 1789
C. 1792
D. 1804

3 **What was the name of the legislative body that declared France a Republic?**

A. National Convention
B. Estates-General
C. Directory
D. Committee of Public Safety

4 **Who led the radical Jacobins during the French Revolution?**

A. Marie Antoinette
B. Maximilien Robespierre
C. Louis XVI
D. Napoleon Bonaparte

5 **What slogan became popular during the French Revolution symbolizing the Republic?**

A. "Liberty, Equality, Fraternity"
B. "Long live the King"
C. "Absolute Monarchy"
D. "Divine Right of Kings"

6 When did France abolish the monarchy and become a republic?

7 Who were the Jacobins, and what role did they play in the French Revolution?

8 What were the reasons behind the decision to abolish the monarchy in France?

9 Who was Louis XVI, and what happened to him after the monarchy was abolished?

10 What were the key features of the new French Republic's government?

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Class 9th History

01

THE FRENCH REVOLUTION

DID WOMEN HAD A REVOLUTION

(Practice Sheet)

1 **During the French Revolution, women played a significant role in demanding equal rights. What were they called?**

A. Suffragettes **B.** Feminists

C. Jacobins **D.** Girondins

2 **Which event during the French Revolution marked the beginning of women's active involvement in political matters?**

A. Tennis Court Oath **B.** Bastille Day

C. March of Women to Versailles **D.** Reign of Terror

3 **What was the main demand of the women who marched to Versailles during the French Revolution?**

A. Lower taxes **B.** Equal rights for women

C. More bread and lower bread prices **D.** Abolition of the monarchy

4 **Who was the queen of France during the French Revolution and was often criticized by women for her extravagant lifestyle?**

A. Marie Antoinette **B.** Joan of Arc

C. Catherine de Medici **D.** Queen Elizabeth I

5 **Which political club during the French Revolution had some women as members and supported women's rights?**

A. Jacobins **B.** Girondins

C. Cordeliers **D.** Montagnard's

6 What role did women play during the French Revolution?

7 Who were some prominent women activists during the French Revolution?

8 What were some of the key demands of women during the French Revolution?

9 How did women's participation in the Revolution evolve over time?

10 What was the significance of the Women's March to Versailles?

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Class 9th History

01

THE FRENCH REVOLUTION

ABOLITION OF SLAVERY

(Practice Sheet)

1 **When was the Abolition of Slavery officially declared during the French Revolution?**

A. 1789 **B.** 1791

C. 1793 **D.** 1804

2 **Who was the key figure responsible for advocating the Abolition of Slavery in France during the Revolution?**

A. Napoleon Bonaparte **B.** Maximilien Robespierre

C. Jean-Paul Marat **D.** Toussaint Louverture

3 **Which colony was particularly affected by the Abolition of Slavery during the French Revolution?**

A. Guadeloupe **B.** Corsica

C. Louisiana **D.** Martinique

4 **The Abolition of Slavery during the French Revolution was part of which larger movement?**

A. The Enlightenment **B.** The Industrial Revolution

C. The Reign of Terror **D.** The Napoleonic Code

5 **After the Abolition of Slavery in France, what did former slaves in the colonies become?**

A. Citizens with equal rights **B.** Indentured servants

C. Serfs under new masters **D.** Forced laborers in new industries

6 When was the decree abolishing slavery in French colonies passed?

7 Who was the key figure responsible for the abolition of slavery in French territories during the Revolution?

8 Which revolutionary document declared that "men are born and remain free and equal in rights"?

9 Which colony was the first to abolish slavery during the French Revolution?

10 What was the significance of the Code Noir in relation to slavery in France?

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Class 9th History

01

THE FRENCH REVOLUTION

FRENCH SOCIETY DURING LATE 18TH CENTURY

(Practice Sheet)

1 **What was the social order in France during the late 18th century?**

A. Three Estates **B.** Four Estates

C. Two Estates **D.** Five Estates

2 **Which estate in France was exempt from paying taxes?**

A. First Estate (Clergy) **B.** Second Estate (Nobility)

C. Third Estate (Commoners) **D.** None of the above

3 **The majority of the French population belonged to which estate?**

A. First Estate (Clergy) **B.** Second Estate (Nobility)

C. Third Estate (Commoners) **D.** Fourth Estate (Merchants)

4 **What were the commoners in the Third Estate of France known as?**

A. Sans-culottes **B.** Aristocrats

C. Jacobins **D.** Huguenots

5 **Which event marked the beginning of the French Revolution?**

A. The fall of the Bastille **B.** Execution of Louis XVI

C. Storming of Versailles **D.** Reign of Terror

6 What were the three estates in French society during the late 18th century?

7 How was the French society divided in terms of taxation during this period?

8 What were some of the key grievances of the common people (Third Estate) during this time?

9 Who was King Louis XVI, and how did his actions contribute to the French Revolution?

10 What was the Estates-General, and why was it convened in 1789?

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NCERT TEXTBOOK SOLUTION

Chapter 1

The French Revolution

Questions:

1. Describe the circumstances leading to the outbreak of revolutionary protest in France.

Answer:

Following circumstances led to the outbreak of revolutionary protest in France:

1. Inequality in the French Society - The eighteenth-century French society was divided into three estates namely; the Clergy, the Nobility, and the third estate. First, two estates were given certain privileges by birth, while the third estate was forced to pay heavy taxes and did not enjoy any privileges.

2. Political issues - King Louis XVI was considered to be a weak king who was influenced by his queen. On several occasions, the king displayed his inability to take strong decisions and was seen pursuing his interests over his people.

3. Survival crisis - The population of France grew from 23 million in 1715 to 28 million in 1789, which resulted in great demand for food grains. The prices of food grains went up, and the wages and salaries given to the labourers were insufficient. This led to a severe crisis where people realized that their survival is in danger.

4. Influence of American Revolutionaries - The French Society was introduced to revolutionary ideas by American society. Freedom for all was demanded and people advocated for Republic over Monarchy. The revolutionary ideas of Americans influenced the French people.

5. Strong Middle class - Revolutionary ideas attracted the French society, and eventually, a new educated middle-class society emerged.

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People challenged the absolute rule of the King and demanded a liberal society and unrestricted trade.

6. Economic issues - On 5th May 1789, King Louis XVI called a meeting with the representatives of all the three estates to levy additional taxes on the members of the third estate and they did not like the idea and voted against it. The king rejected their appeal which led to protests and marches against the King.

2. Which groups of French society benefited from the revolution? Which groups were forced to relinquish power? Which sections of society would have been disappointed with the outcome of the revolution?

Answer:

1. The French Revolution was started with a promise to fetch equality in the then French Society. The poor people of the third estate were hopeful of a better society where the conditions for them would change for the good. However, the French Revolution did not bring what it promised. The comparatively wealthy people of the Third estate that is the Commoners were benefitted to a great extent by the French Revolution as they gained power and became influential.

2. The first two estates that are; the Clergy and Nobility were forced to relinquish their power, and major portions of their lands were confiscated and also, the privileges that they used to enjoy were taken off. The King also lost his throne, and a new group of capitalists emerged in France.

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3. The condition of the poor peasants and merchant did not change much. Equality was not introduced for all as even after the revolution the poor people were not given the right to vote.

3. Describe the legacy of the French Revolution for the people of the world during the nineteenth and twentieth centuries.

Answer:

The legacy of the French revolution inspired the people of the world during the nineteenth and twentieth century in the following ways:

1) Feudalism was terminated and principles of equality, freedom, and fraternity spread over the other parts of Europe.

2) Later, "The declaration of rights of man and citizen", was drafted in many constitutions of the world in the form of bill of rights or fundamental rights.

3) French revolution later inspired many other revolutions and freedom movements in the colonial countries.

4) French revolution gave rise to nationalism in Europe which led to the unification of Germany and Italy.

4. Draw up a list of democratic rights we enjoy today whose origins could be traced to the French Revolution.

Answer:

Democratic rights that could be traced to the French Revolution are as follows:

i. Right to equality including equality before the law, prohibition of discrimination and equality of opportunity in matters of employment.

ii. Right to freedom of speech and expression including the right to practice any profession or occupation.

iii. Right against exploitation.

iv. Right to life.

v. Right to vote.

vi. Promotion of the idea of fraternity by maintaining friendly relations with foreign countries in the spirit of brotherhood.

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5. Would you agree with the view that the message of universal rights was beset with contradictions? Explain.

Answer:

Yes, I agree with the view that the message of universal rights was beset with several contradictions because:

1. Even after the revolution when France was converted into a constitutional monarchy, millions of people were not granted voting rights.

2. Though the universal rights advocated for equal rights, the women who took an active part in the revolution were not given equal rights. Most of the imperialist powers did not grant full freedom to the peoples of their colonies.

3. The poor people were not granted voting rights despite the fact that most of the population comprised of the poor laborers. The poor were termed passive citizens and had not given any rights.

4. Universal rights did not help the poor people at all, and they were continued to be suppressed. Women were also neglected, and only the rich men of the society gained the power.

6. How would you explain the rise of Napoleon?

Answer:

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Following are the reason responsible for the rise of Napoleon Bonaparte:

(1) French became a republic in 1792 after the fall of the Jacobean rule.

(2) Robespierre, the then ruler of France, favored the rich and wealthy people and completely ignored the other sections of the society. He was a tyrant, and people faced Reign of Terror for several years.

(3) Following Robespierre's subsequent downfall, a new directory was formed to avoid concentration of power in one hand. Later, the

members of the directory fought among themselves, which resulted in political unrest.

(4) This created chaos and a political vacuum in France. Napoleon Bonaparte used this situation and took power and declared himself the military dictator of France.

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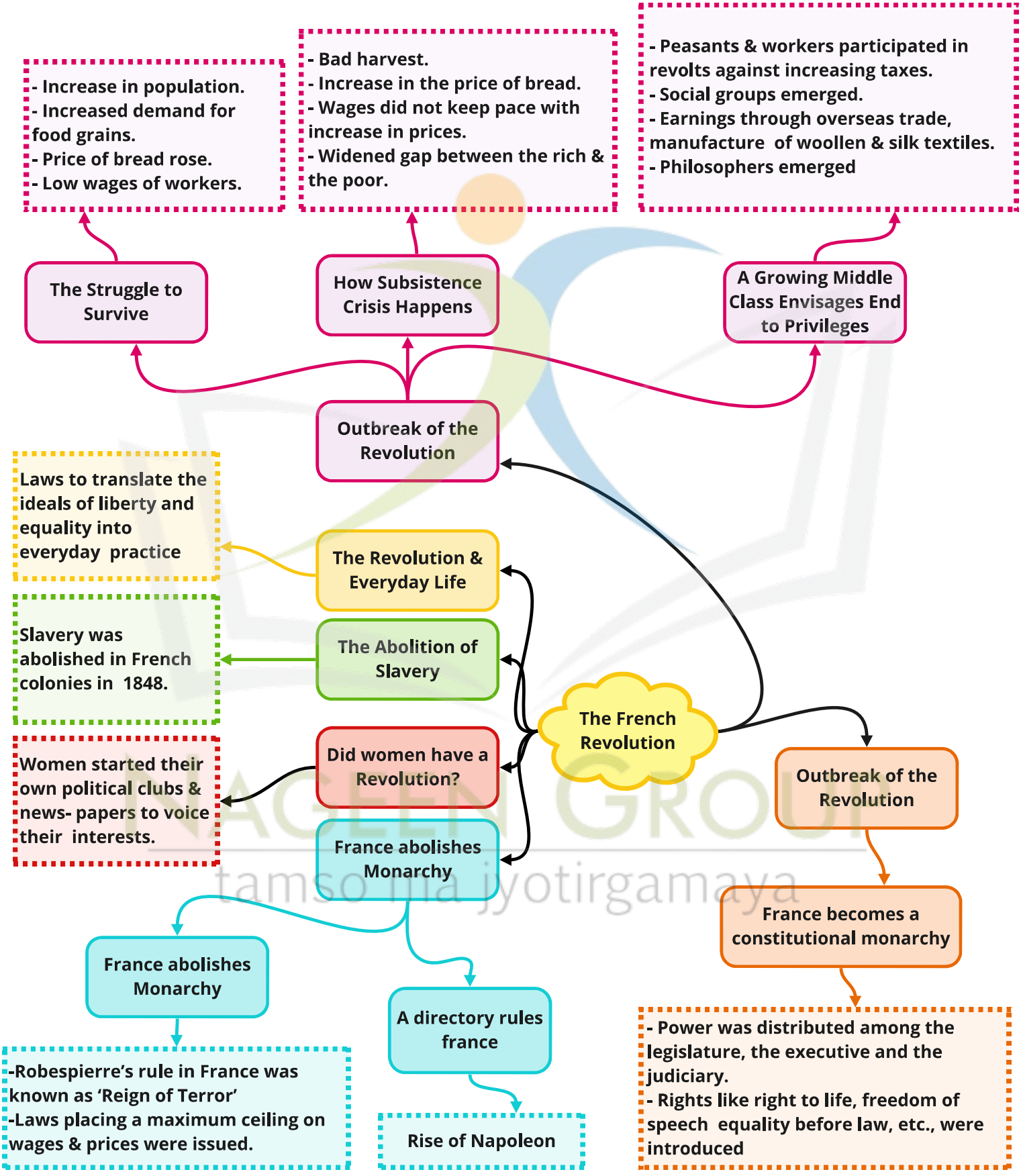
Class 9th Social Science (History)

01

THE FRENCH REVOLUTION

MIND MAP


- Increase in population.
- Increased demand for food grains.
- Price of bread rose.
- Low wages of workers.
- Bad harvest.
- Increase in the price of bread.
- Wages did not keep pace with increase in prices.
- Widened gap between the rich & the poor.
- Peasants & workers participated in revolts against increasing taxes.
- Social groups emerged.
- Earnings through overseas trade, manufacture of woollen & silk textiles.
- Philosophers emerged
The Struggle to Survive
How Subsistence Crisis Happens
A Growing Middle Class Envisages End to Privileges
Outbreak of the Revolution
Laws to translate the ideals of liberty and equality into everyday practice
The Revolution & Everyday Life
Slavery was abolished in French colonies in 1848.
The Abolition of Slavery
Women started their own political clubs & news- papers to voice their interests.
Did women have a Revolution?
The French Revolution
France abolishes Monarchy
Outbreak of the Revolution
France becomes a constitutional monarchy
France abolishes Monarchy
A directory rules france
-Robespierre's rule in France was known as 'Reign of Terror'
-Laws placing a maximum ceiling on wages & prices were issued.
Rise of Napoleon
- Power was distributed among the legislature, the executive and the judiciary.
- Rights like right to life, freedom of speech equality before law, etc., were introduced

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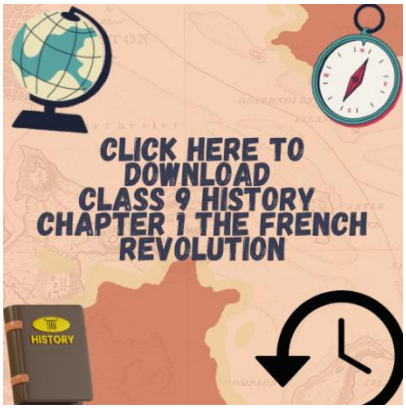

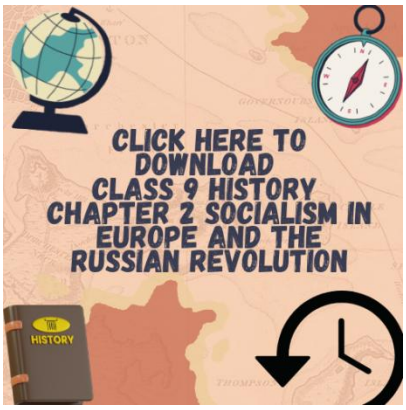

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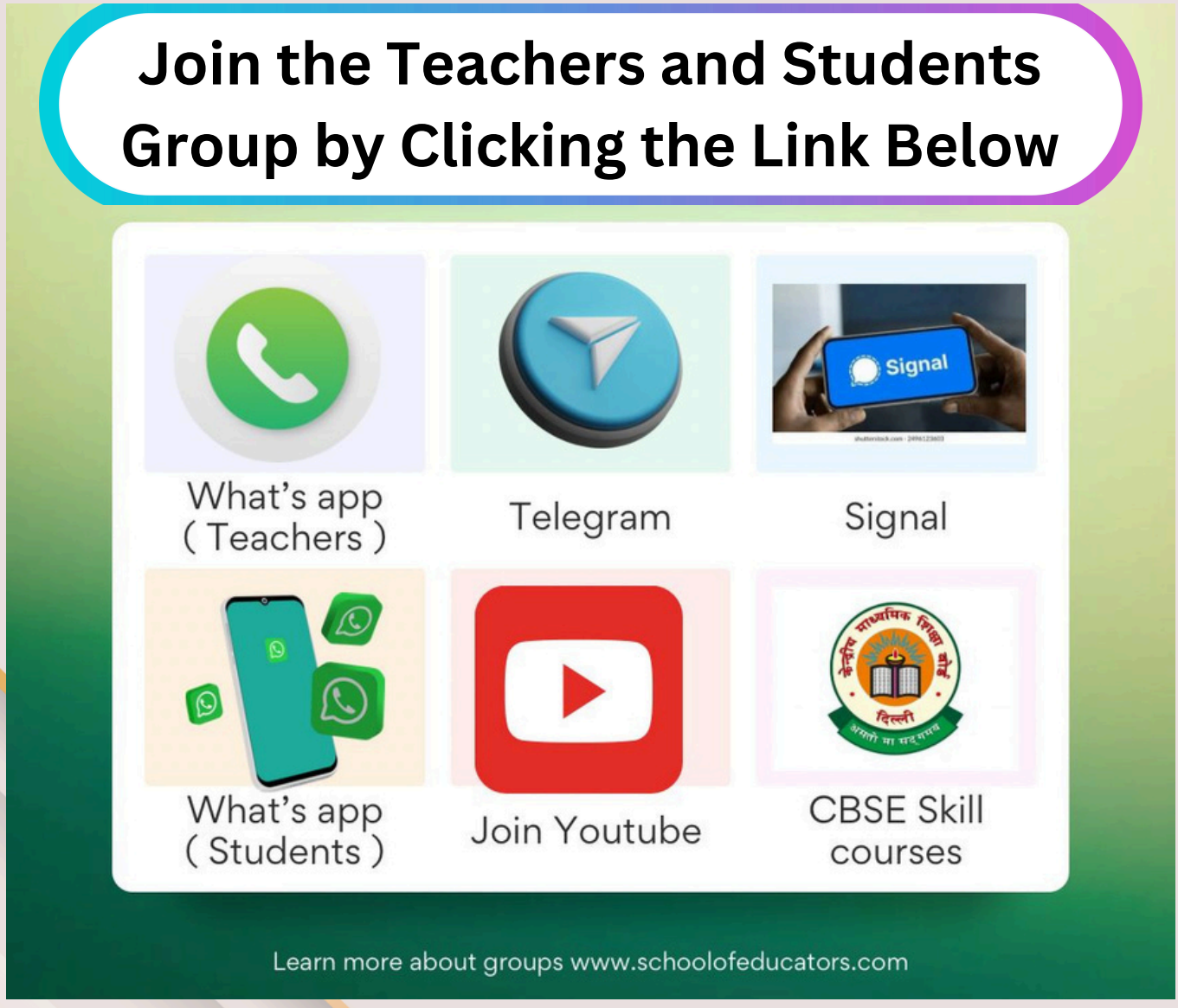
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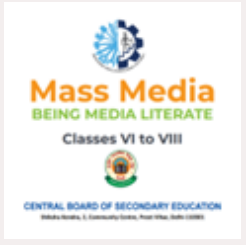
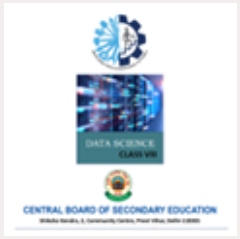


Mass Media - Being Media Literate

Travel & Tourism

Coding



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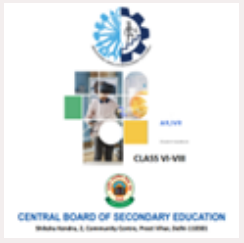

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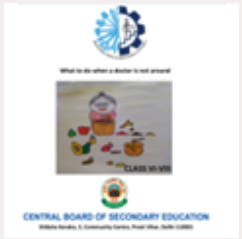
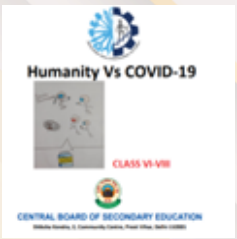
Digital Citizenship

Life Cycle of Medicine & Vaccine

Things you should know about keeping Medicines at home

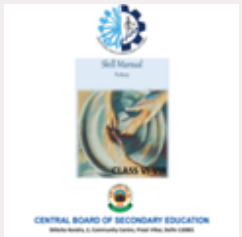


What to do when Doctor is not around



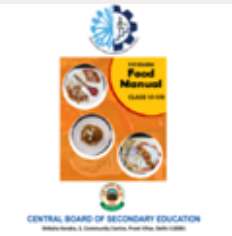
Humanity & Covid-19

Blue Pottery

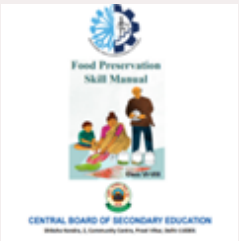


Pottery

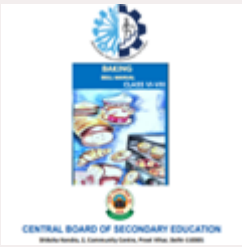
Block Printing



Food



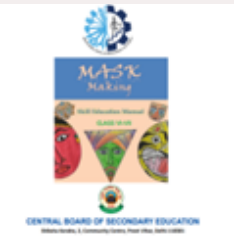
Food Preservation



Baking

Herbal Heritage

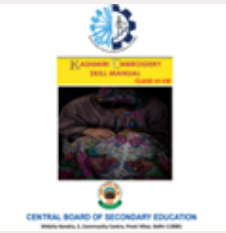
Khadi



Mask Making

Mass Media

Making of a Graphic Novel



Kashmiri Embroidery

Embroidery

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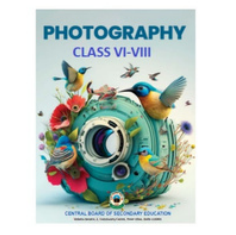
Satellites

Application of Satellites

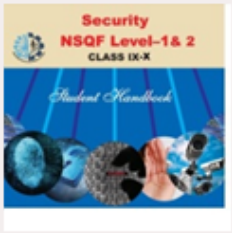


Photography

SKILL SUBJECTS AT SECONDARY LEVEL (CLASSES IX – X)

Retail

Information Technology



Security

Automotive

Introduction To Financial Markets

Introduction To Tourism

Beauty & Wellness

Agriculture

Food Production

Front Office Operations

Banking & Insurance

Marketing & Sales

Health Care

Apparel

Multi Media

Multi Skill Foundation Course

Artificial Intelligence

Physical Activity Trainer

Data Science

Electronics & Hardware (NEW)

Foundation Skills For Sciences (Pharmaceutical & Biotechnology)(NEW)

Design Thinking & Innovation (NEW)

SKILL SUBJECTS AT SR. SEC. LEVEL (CLASSES XI – XII)

Retail

InformationTechnology

Web Application

Automotive

Financial Markets Management

Tourism

Beauty & Wellness

Agriculture

Food Production

Front Office Operations

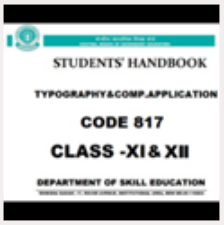
Banking

Marketing

Health Care

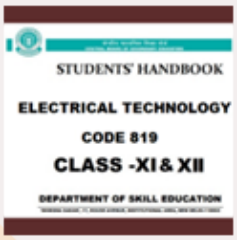
Insurance

Horticulture



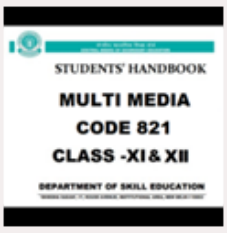
Typography & Comp. Application

Geospatial Technology



Electrical Technology

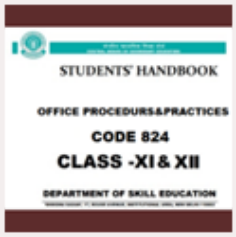
Electronic Technology



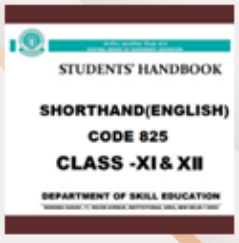
Multi-Media

Taxation

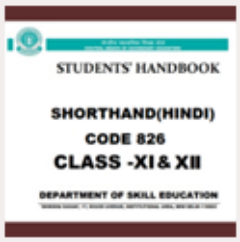
Cost Accounting



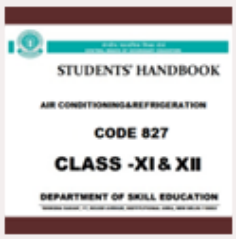
Office Procedures & Practices



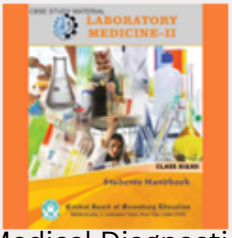
Shorthand (English)



Shorthand (Hindi)



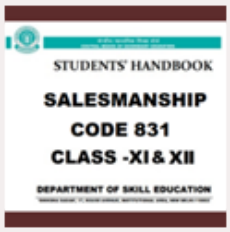
Air-Conditioning & Refrigeration



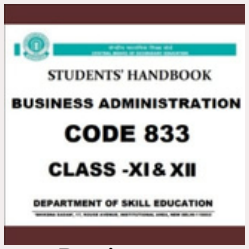
Medical Diagnostics

Textile Design

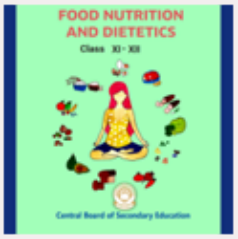
Design



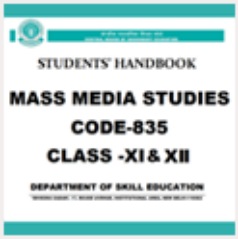
Salesmanship



Business Administration



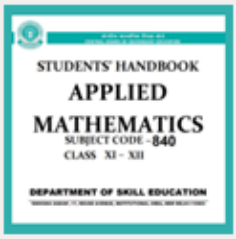
Food Nutrition & Dietetics



Mass Media Studies

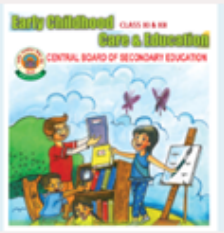
Library & Information Science

Fashion Studies



Applied Mathematics

Yoga

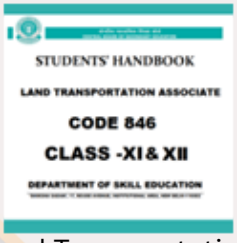


Early Childhood Care & Education

Artificial Intelligence

Data Science

Physical Activity Trainer(new)



Land Transportation Associate (NEW)

Installation Technician Computing and Peripherals
Sector: Electronics and Hardware
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Design Thinking & Innovation (NEW)

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Science

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Hindi-A

Hindi-B

IT Code-402

IT

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Chemistry

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Mathematics

Biology

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Class 8

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Class 9

Join us on Telegram

Class 10

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Class 12 (Hum)

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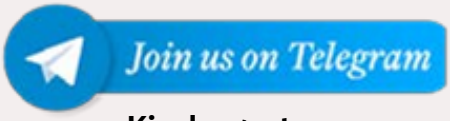
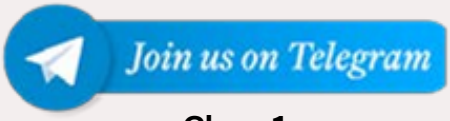
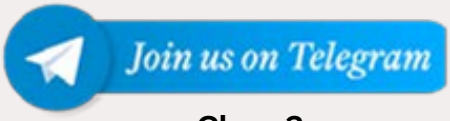


Kindergarten



Class 1



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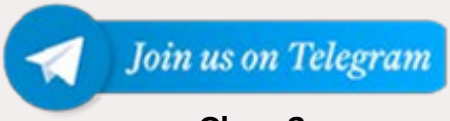

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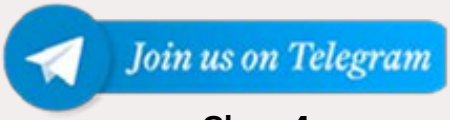

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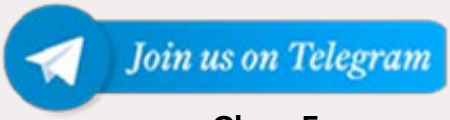
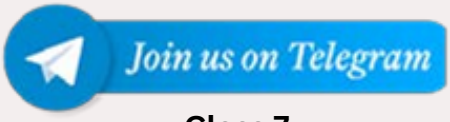


Class 5

Class 6



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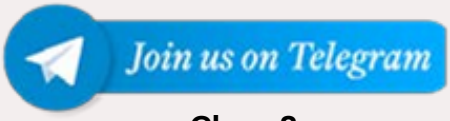

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Class 9

Class 10

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Class 11 (Hum)

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